



CULTURALLY RESPONSIVE PEDAGOGY- What is it?

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SAMIR'S STORY



ISSUES ARISING?




**WHAT NEEDS TO HAPPEN TO HAVE A
LENS OF PLENTY**





Your thoughts on:


- **What culturally responsive teaching is**
 - **What might it look like in practice**
 - **Any research basis that you are drawing from?**
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➤ <https://thelearningexchange.ca/projects/culturally-responsive/>




Villegas and Lucas (2002)

- **Socio-culturally conscious**
 - **Have affirming views of students from diverse backgrounds**
 - **See themselves as responsible for and capable of bring about change to make schools more equitable**
 - **Understand how learners construct knowledge and are capable of promoting knowledge construction**
 - **Know about the lives of their students**
 - **Design instruction that builds on what their students already know while stretching them beyond the familiar**
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Alaskan Standards (2012) -1

- **Culturally-responsive educators incorporate local ways of knowing and teaching in their work**
 - **Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.**
 - **Culturally-responsive educators participate in community events and activities in an appropriate and supportive ways**
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Alaskan Standards (2012) -2

- ▶ **Culturally-responsive educators work closely with parents to achieve a high level of complementary educational expectations between home and school**
 - ▶ **Culturally-responsive educators recognize the full educational potential of each student and provide the challenges necessary for them to achieve that potential.**
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Kaupapa Maori – Inclusive Pedagogy

Bishop and Glynn (1999) (1)

- **Tino rangitiratanga** – the right to determine one's own destiny. Parents and children are involved in decision-making processes.
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 - **Taonga tuku iho** – the treasures from the ancestors, providing a set of principles by which to live our lives.
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 - **Ako** – a mutual teaching and learning relationship in which the educator is also learning from the student.
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Kaupapa Maori – Inclusive Pedagogy (2)

- **Kia piki ake i ngā raruraru o te kāinga** – reaches into Māori homes and brings parents and families into the activities of the school.
- **Whānau** – the development of connections with the community to support learning.
- **Kaupapa** – acknowledging and valuing the language and culture in the classroom and chosen contexts.



Christy Byrd (2016)

- **315** 6th – 12th grade students from across the US
 - **62% female; and 25% each of White, Latino, African American and Asian**
 - **Students asked 'self' type questions** e.g. whether they enjoyed school, whether they felt they belonged
 - **Survey – on three areas (1) Teaching methods (2) Cultural engagement and (3) Racism awareness questions**
 - Likert scale used
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Limitations and Surprises


- Self-reporting so no correlation with official grades or teacher reports
- More constructivist teaching practices raised interest in schooling, sense of belonging and cultural competency in pupils.
- Greater cultural socialisation resulted in greater esteem on ethnic/racial identity grounds –particularly benefit for minority groups
- Heightened awareness of different cultures did not necessarily raise awareness of racism
- Explicit discussions and classes on racism did raise critical consciousness of these issues
- However greater critical consciousness were associated with lower feelings of belonging



PUTTING IT INTO PRACTICE




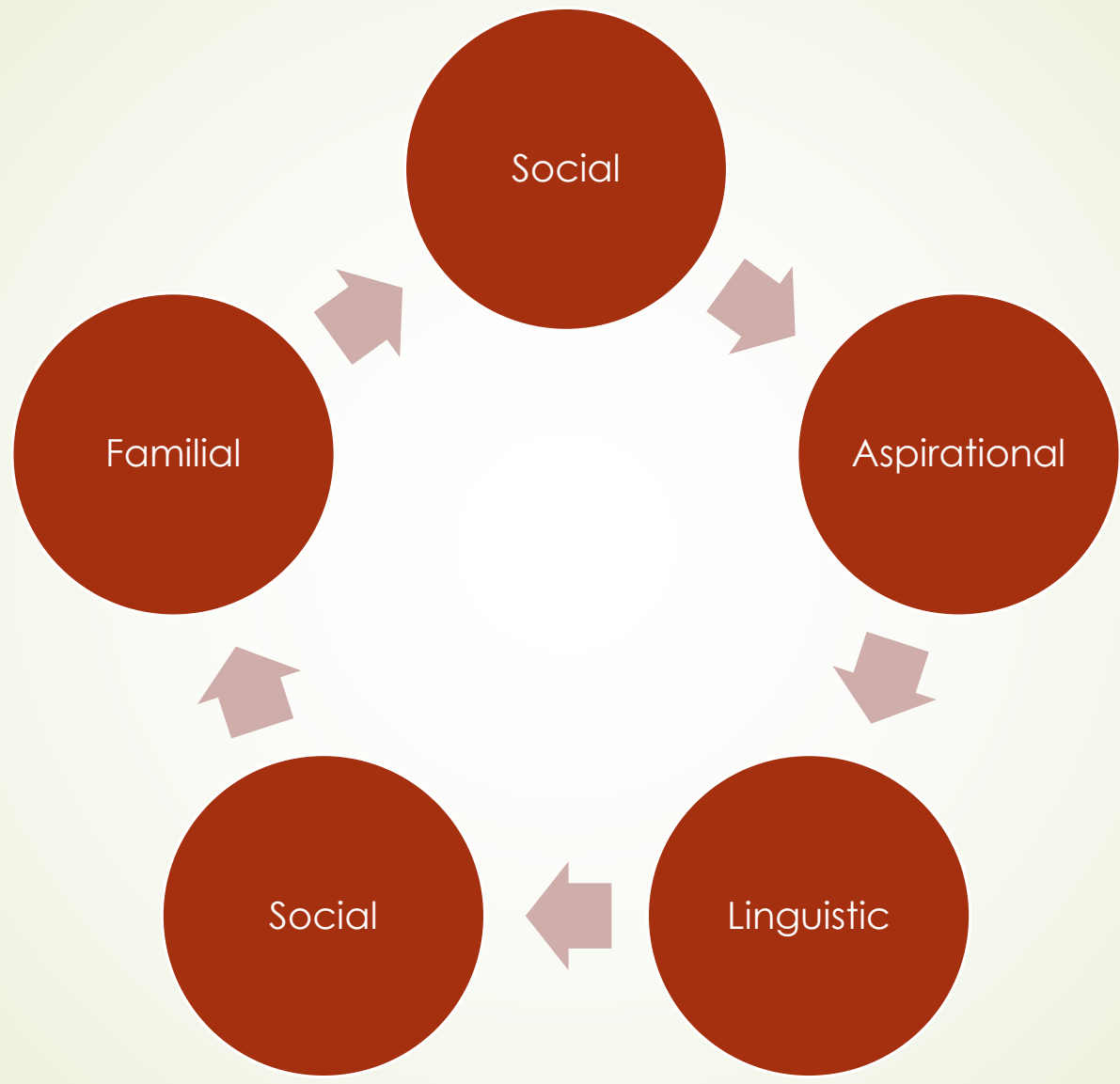
Janice is a science teacher. She feels her pupils are not learning science vocabulary easily. They were not learning the weekly words and it was getting in the way from their understanding of key concepts. Janice is frustrated and at the end of her rope. Can you help Janice?





Funds of Knowledge (Luis Moll, 1992)

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- Find out what they are for your pupils
 - Now map them – Science, Maths, Arts, Literacy, Social Studies, history, geography, health/PE
 - What is the community cultural capital in your classroom and in your school?





Some further ideas (1)

- ▶ Early Years – song, resources (books, paints, utensils etc..)
- ▶ Maths – culturally neutral ? Cultural symbols e.g. quilting, symbols and patterns, use history to talk about inspiring women in Maths, visiting speakers (diverse people and from different walks of life)
- ▶ Improving student motivation in learning mathematics (2015)
<https://files.eric.ed.gov/fulltext/EJ1070817.pdf>
- ▶ Using current terminology to engage learners e.g. football example to demonstrate metaphors in language class *‘Caroline is an eagle on the pitch, armed with vision sharp enough to detect the smallest openings and recognize opportunities her opposition cannot’.*
- ▶ Gamify lessons – to deal with trouble spots.
<https://www.prodigygame.com/blog/gamify-your-classroom/>



Some further ideas (2) -

<https://www.prodigygame.com/blog/culturally-responsive-teaching/>

- Peer teaching
- Co-construction of learning outcomes
- Co-operative learning groups
- PBL with real life scenarios. e.g. logistics of organizing and running a music/pop festival bearing in mind issues of the environment, cost, accessibility etc..